

Wildlife Express

February 2022 – Canada Goose

Activities:

Foot to Fit the Bill: Investigate the diversity of bird beaks with this fun activity!

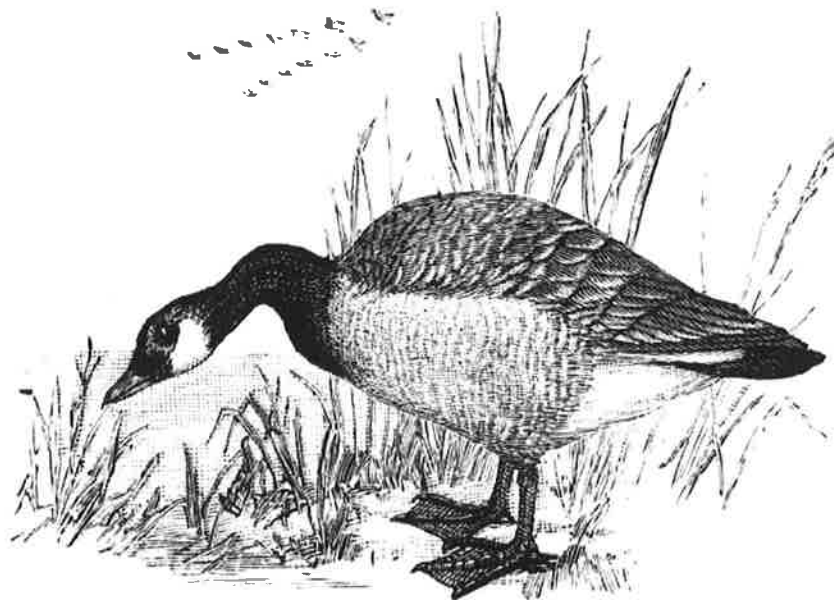
Light as a Feather: Students will distinguish between figurative and literal translations of various bird sayings and analyze bird related sayings of diverse cultures.

A Day in the Life of a Canada Goose: Students write a fictional story using facts they've learned about Canada geese.

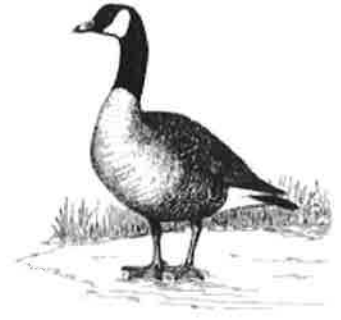
Do You know the Lingo?: Many species of animals have unique names for the males, females and babies of the species. Have students test their knowledge of these terms and the terms for a group of animals of the species by filling out a worksheet.

Lessons from Geese: Read facts about geese flying in a "V" formation and tell how the facts can teach us lessons about teamwork.

Canada Geese Coloring Sheet: Enjoy!



Food to Fit the Bill



Subjects: Science

Objectives: Investigate the diversity in bird beaks.

Materials:

- | | |
|---|--|
| <input type="checkbox"/> slotted spoon | <input type="checkbox"/> whole walnuts |
| <input type="checkbox"/> nutcracker | <input type="checkbox"/> 5 pans or dishes |
| <input type="checkbox"/> medicine dropper | <input type="checkbox"/> Styrofoam cubes or peanuts |
| <input type="checkbox"/> sponge | <input type="checkbox"/> tall, thin vase |
| <input type="checkbox"/> 4 sets of tongs | <input type="checkbox"/> potting soil |
| <input type="checkbox"/> 3 sets of tweezers | <input type="checkbox"/> gummy worms |
| <input type="checkbox"/> potato peeler | <input type="checkbox"/> food coloring for colored water |
| <input type="checkbox"/> chopsticks | <input type="checkbox"/> popped corn |
| <input type="checkbox"/> straw | <input type="checkbox"/> loose-leaf tea or herbs |
| <input type="checkbox"/> strainer | <input type="checkbox"/> rice grains |
| <input type="checkbox"/> tablespoon | <input type="checkbox"/> bark of a log or piece of styrofoam |
| <input type="checkbox"/> scissors | <input type="checkbox"/> molding clay |
| <input type="checkbox"/> ladle | <input type="checkbox"/> stick or pencil |
| <input type="checkbox"/> turkey baster | <input type="checkbox"/> bunch of grapes |
| <input type="checkbox"/> envelope | <input type="checkbox"/> string |
| <input type="checkbox"/> <i>Wildlife Worksheet</i> (Food to Fit the Bill) | <input type="checkbox"/> illustrations of bird beaks |

Procedure:

1. Prior to the lesson set up the following stations:
 - Station One: A tall, thin vase filled with colored water, medicine dropper and sponge.
 - Station Two: A dish of potting soil with gummy worms buried throughout, tongs, straw.
 - Station Three: Whole walnuts or other nuts spread throughout a pan, tweezers and nutcracker.
 - Station Four: A dish of water with one-inch Styrofoam cubes floating in shallow water, chopsticks and tongs.
 - Station Five: A dish of water with loose-leaf tea or herbs, strainer and slotted spoon.
 - Station Six: Popped popcorn, tongs and an envelope.
 - Station Seven: Rice grains tucked into the bark of a log (or Styrofoam), tweezers and tongs.

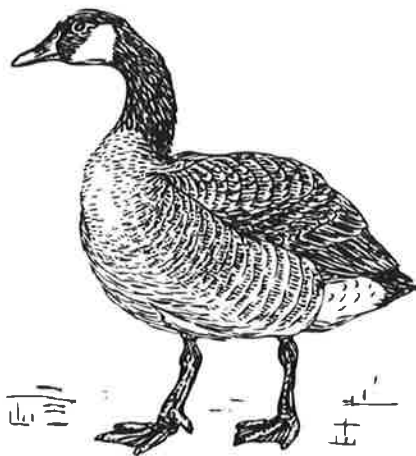
- Station Eight: Molding clay wrapped around a stick, kids' scissors and a potato peeler.
 - Station Nine: A dish of water with one-inch Styrofoam cubes floating in shallow water, ladle and turkey baster.
 - Station ten: Bunch of grapes hanging from a string, tweezers and tablespoon.
2. Ask students to close their eyes and picture a bird. Go around the room and have students tell what bird they were visualizing. When all students have had the opportunity to share their bird, discuss diversity. There are so many types of birds, perhaps one student was thinking of a bird of prey, and the other student was thinking of a hummingbird.
 3. Bring adaptations into the discussion. Why are there so many different kinds of birds? What makes the birds so different?
 4. Share some illustrations of different birds and discuss beaks and bills. Why are they so diverse? What purpose does the beak serve?
 5. Refer to the different stations around the classroom.
 6. Tell students that each station has items that represent a type of food eaten by various birds. Ask students if they can guess what each bird would have to do in order to reach their food supply. Does the shape of a bird's beak limit their food supply?
 - 1) Nectar (colored water) needs to be sucked out. (hummingbird)
 - 2) Worms (gummy worms) need to be dug and pulled out. (snipe & shore birds)
 - 3) Seeds (walnuts) need to be cracked open. (sparrows & finches)
 - 4) Fish (Styrofoam pieces) will probably need to be picked out of the water. (heron)
 - 5) Fine bits of vegetation (tea or herbs) need to be strained out of the water. (ducks, geese and swans)
 - 6) Flying insects (popcorn) need to be caught in wide openings. (swallows)
 - 7) Small insects (rice) need to be picked and pried out of small crevices. (woodpeckers)
 - 8) Meat (molding clay) needs to be pulled off of bones. (owls & hawks)
 - 9) Fish (Styrofoam cubes) need to be scooped out of the water. (pelicans)
 - 10) Fruit (grapes) need to be pulled off branches. (robin & cedar waxwing)
 7. Pass out Wildlife Worksheet. Divide the students into ten equally numbered groups. Each group is sent to a station. Have students predict which "beak" will be the most efficient at picking up or getting at the "food" provided. Then allow a few minutes for the students to try the "beaks" and write down their answers. Have students guess a species of bird whose beak works like the demonstration. Rotate students around to each station.
 8. After lab work is done, discuss with students their predictions, results and chosen bird species for each beak type.
 9. Review bird beak adaptations with Food to Fit the Bill handout and comprehension sheet.

WILDLIFE WORKSHEET

Food to Fit the Bill

At each station, first predict which “beak” will work best to retrieve the “food” provided. Try each “beak” and write down which beak was most effective. Write the name of a bird that has that type of beak.

Station	Food	Prediction	Best “Beak”	Bird with this Type of Beak
1	Nectar (colored water in vase)			
2	Worms (gummy worms)			
3	Seeds (nuts)			
4	Fish (Styrofoam pieces)			
5	Fine bits of plants (tea or herbs)			
6	Flying insects (popcorn)			
7	Insects in wood (rice)			
8	Meat on bone (clay on stick)			
9	Fish (Styrofoam pieces)			
10	Fruit on a tree branch (bunch of grapes)			



Light As A Feather



OVERVIEW

Students analyze and interpret sayings about birds—through a card game, skits, pantomime, and creative writing—to compare figures of speech across cultures.

CONTENT AREA

Language Arts, Social Studies, Art, Environmental Education

PEOPLE POWER

Any group size

SPACE REQUIREMENT

Indoors (outdoors optional)

ACTIVITY TIME

Preparation: 20 minutes

Activity: 25 minutes

MATERIALS

- Copies of Bird Sayings Cards
- Copies of Bird Scenarios Cards
- Copies of Bird Illustrations Cards
- Copies of Bird Proverbs and Sayings List
- Optional: Bartlett's Familiar Quotations

TERMS TO KNOW

Proverbs, adages, literal, figurative

If you weren't familiar with the phrase "light as a feather," would you think it described weight...or color?

Learning Objectives

Students will distinguish between **figurative** and **literal** translations of various bird sayings and analyze bird-related sayings of diverse cultures.

Background

Sayings, **proverbs**, or **adages** exist in all cultures to express the beliefs, values, and lifestyles of the people. Understanding the difference between **literal** and **figurative** meanings of proverbs can be important. For example, the literal translation of "light as a feather" refers to objects that actually weigh as little as a feather. Figuratively, the saying implies that something does not weigh much (although it is likely to be heavier than a feather).

While proverbs are common to all cultures, their expression and interpretation are unique to each culture. Proverbs are rich in tradition and often represent the collective wisdom of a culture. In Africa, where proverbs are used for debate, storytelling, and daily conversation, there is a saying that talking without using proverbs is "like going on a journey without rice in your bag."

Because birds are everywhere, proverbs related to observations about birds pervade all cultures. The interpretation of a proverb often reflects ideas about how a person should live within that culture. In some Chinese cultures, for example, bird proverbs apply to becoming an independent person, such as "Listen to all, plucking a feather from every passing goose, but follow no one absolutely" and "People live like birds in the woods: When the time comes, each must take flight." On another topic—hope—one Chinese culture says, "Keep a green tree in your heart and perhaps a singing bird will come."

Sometimes the sayings or proverbs from two different countries may have a similar meaning, but different modes of expression. One example is the French Jewish saying, "You can cage a bird, but you cannot make him sing," compared with its English equivalent, "You can lead a horse to water, but you can't make him drink." One interpretation for both of these sayings is that you can show people how to do something but you cannot force them to act—or to enjoy it!

Several English adages are associated with observations about birds. For example, “Like water off a duck’s back” refers to insults that do not affect or hurt a person’s feelings. “Running around like a chicken with its head cut off” describes someone who is in a frenzied state. In the 1800s, the American naturalist and essayist Henry David Thoreau wrote, “The bluebird carries the sky on his back.” This simple saying could be interpreted to suggest that a bird is at home in the sky as much as on land, or it can explain that the color of the bird closely matches that of the sky.

Getting Ready

Follow these steps to create a complete set of cards—each containing three types of cards—for each group of students:

1. Copy the Bird Sayings Cards, Bird Illustrations Cards, and Bird Scenarios Cards onto separate pieces of paper.
2. Cut the cards into squares, to have a total of 18 squares.
3. Cards may be glued onto cardboard and laminated for durability.
4. Sort the three types of cards into separate piles—one with Bird Sayings Cards, one with Bird Illustrations Cards, and one with Bird Scenarios Cards.

Taking Flight!

1. Provide students with the list of Bird Proverbs. Make sure they understand what the proverbs mean. Have them discuss why so many sayings relate to birds.
2. The six Bird Illustrations Cards show literal interpretations of the sayings written on the six Bird Sayings Cards, so students can match them up. Divide the class into groups of four. Have the group sit in a circle and choose a “reader.”
3. Give each reader a set of six Bird Sayings Cards and a set of six Bird Illustrations Cards, so that each group has a total of 12 cards.
4. The reader places the six Bird Illustrations Cards face-up (pictures showing) in the center of the circle, and holds on to the six Bird Sayings Cards.
5. The reader selects a Bird Sayings Card and reads aloud the phrase that is written on it. Taking turns, players must touch the Bird Illustrations Card that they believe shows the literal translation of the saying. If a player touches the correct card, he or she keeps the Bird Sayings Card and the Bird Illustrations Card. If a match is incorrect, the next player gets a chance to guess.

ZOOM IN, ZOOM OUT!



Riddles are another form of expression that reveal insight into various cultures and their relationships with birds. Riddles are very popular in African cultures. African riddles are not in the form of questions, but are declarative. For example: “My house has no door.” Answer: Egg.

Have students create their own bird-related riddles and attempt to stump their classmates. This also makes an excellent family project.

*While proverbs
are common to
all cultures, their
expression is
unique to each.*



ZOOM IN, ZOOM OUT!



Have students design a skit demonstrating the literal and/or figurative interpretation of a proverb selected by their group. After students perform, classmates should guess the proverb being illustrated. (Students can use *Bartlett's Familiar Quotations* to find new ideas for bird proverbs to perform.)

*Because birds
are everywhere,
proverbs related
to birds pervade
every culture.*

6. The game is played until all sayings and illustrations have been matched. The player holding the greatest number of cards wins!
7. Now, have the students play the game again, but this time they must determine the figurative interpretation. Have students select a new reader. Give the reader the six Bird Scenario Cards. Place the six Bird Sayings Cards face up in the center of the group.
8. Have the reader read each scenario aloud. The other students take turns touching the Bird Sayings Card that they believe completes the scenario. Once again, if the choice is correct, the player collects both cards. The player holding the most cards at the end of the game wins!
9. Have students remain in their groups. Give each group a copy of Bird Sayings From Around the World. Allow time for the groups to discuss several of the proverbs or sayings. Then ask each group to describe the literal and figurative meanings of their favorite sayings.
10. Have students collect proverbs and sayings related to birds with their family and friends. If possible, have them contact schools or communities from other regions or cultures to find out if they have different bird-related proverbs. They may want to compile sayings in a booklet they make, "Bird Sayings of Our Community" (or Country, State, or Region). They can create fun illustrations to accompany the sayings.

Assessment

Have students explain and distinguish between the literal and figurative meanings of various bird sayings.

Festival Connection

Create a visual display of the various bird sayings and proverbs, so festival guests can visit the display and discuss the figurative and literal meanings of some of the proverbs. Conduct Part I, steps 1-7 as a festival activity. The activity leader takes the role as reader. Leaders can conduct the activity with individuals, small groups, or teams.



Adapted from "Raining Cats and Dogs" in *WET in the City: Water Education for Teachers K-12 Curriculum and Activity Guide*, copyright 2002 by the Council for Environmental Education. All rights reserved.



Bird Proverbs and Sayings List

BIRD PROVERBS

A bird in the hand is worth two in the bush
Don't count your chickens before they hatch
One swallow does not make a summer
What's good for the goose is good for the gander
Wise as an owl
Eagle eye
Kill two birds with one stone
Like water off a duck's back
Like a duck to water
Madder than a wet hen
The goose that laid the golden egg
Something worth crowing about
Light as a feather
Hen party
Jaywalking
Like a duck on a June bug
My little chickadee
Naked as a jaybird
Nest egg
Run around like a chicken with its head cut off
Strut like a rooster
Stuffed like a Christmas goose
That's just ducky
Watch like a hawk

BIRD SAYINGS FROM AROUND THE WORLD

A crab does not beget a bird. (Ghanaian)
You can cage a bird, but you cannot make him sing. (French Jewish)
Old birds are hard to pluck. (German)
No need to teach an eagle to fly. (Greek)
God gives every bird his worm, but he does not throw it into the nest. (Swedish)
A bird is known by his feathers. (Yiddish)
A bird does not sing because it has an answer. It sings because it has a song. (Chinese)
Listen to all, plucking a feather from every passing goose, but, follow no one absolutely. (Chinese)
People live like birds in the woods: When the time comes, each must take flight. (Chinese)
You cannot prevent the birds of sorrow from flying over your head, but you can prevent them from building nests in your hair. (Chinese)
If you have money, men think you are wise, handsome, and able to sing like a bird. (Jewish)
A chattering bird builds no nest. (Cameroonian)
Two birds disputed about a kernel, when a third swooped down and carried it off. (Congo)
Each bird loves to hear himself sing. (Italian)
A bird does not change its feathers because the weather is bad. (Nigerian)
A bird may be known by its flight. (Russian)



Bird Scenario Cards



Like a duck to water

"Did you go to Nyahsa's piano recital last night?"

"Yes, it was wonderful. Did you know she has only been taking lessons for one year?"

"Wow! She has taken to the piano..."

Get your ducks in a row

"How does Phyllis do it? She participates in three after school activities, volunteers at the animal shelter, and still makes straight A's!"

"I know. Phyllis has always been good at managing her time. But you can do all that too, if you can..."

Madder than a wet hen

"So, what happened when your mom got home? I bet she wasn't too happy about the mess we made cooking in the kitchen or the chocolate sauce we spilled on the carpet."

"She said I was grounded until I was a grandfather! She was..."

The early bird gets the worm

"I want to get good tickets for the show!"

"The tickets start going on sale tomorrow. Let's wake up at five in the morning and stand in line until they start selling them at noon."

"Even though we have to wake up really early, I think it's a good plan, because..."

Birds of a feather flock together

"Marge, Kevin, and Juan are never apart! They seem to like all of the same things, and all they do is either talk about soccer or play soccer."

"Well, you know what they say..."

Feather in your cap

"Did you hear that Yasu won the spelling bee last night?"

"Hear about it? I was there! I'm so proud of him; I had been helping him study for the competition for months."

"Really? Well, his award is a..."

A Day in the Life of a Goose

Subjects: Science and Language Arts

Objectives: *Science:* Students will be able to review what they've learned about geese by taking a look at where they live, what they eat, problems they encounter, and how they interact with humans and other animals.
Language Arts: Students will use factual information to write a fictional story.

Materials:

□ writing materials

Procedure:

1. Review the natural history of a goose with students. Discuss the variety of habitats in which geese live. Review their lifecycle. Choose one habitat and focus on what a goose has to do to survive, raise goslings, find food, and problems they may encounter.
2. Introduce the term *anthropomorphic* to students. Ask them to think of books they've read where animals have human characteristics. Discuss the drawbacks of giving animals human characteristics and why it should or should not be done. Tell them they will write a fictional story, which gives geese these characteristics. They should imagine what it would be like to be a goose when writing the story.
3. The fictional story should include events of a goose's life that a reader can learn about.
4. After students are finished writing their rough drafts, have them peer edit.
5. For a final draft, students could make a book similar to the one on the following page.
6. Be sure to allow students time to share their stories with classmates and younger book buddies!



Book Making Instructions

Materials:

Cereal or cracker box Glue stick Masking tape
One sheet of 12" X 18" construction paper (preferably light colored)
One sheet of 9" X 12" construction paper
8 - 12 pieces of legal sized copy paper
Cutting board Scissors Sewing machine

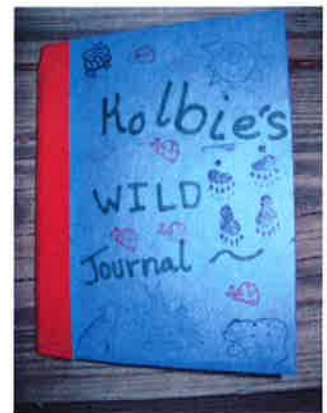
- A. Cut the box into two equal sizes.
- B. Lay the 12" X 18" construction paper down on the table. Place the two pieces of cardboard in the center about 1/2 "apart. It works best to face the printed side of the cardboard up. Make sure you have about 2" of paper around the edges of the cardboard. Glue the cardboard down with a glue stick. Wrap the rest of the construction paper around the cardboard. Fold the edges neatly, like you would if wrapping a package. Tape this down with masking tape.
- C. Cut another piece of construction paper to fit over the top of the folded edges that you taped down. Glue this piece of paper down for the inside of your book. Match the corners up and fold the book in half to form the front and back cover.
- D. Open your book. Cut the legal-sized paper to fit across your book. Fold the paper in half.
- E. Open the entire book. Lay flat and use a sewing machine to stitch the pages to the book cover. Be careful not to use too small of a stitch. (You don't want to perforate your paper!) Fold your book in half and you're done! Plan how you will fill the pages by doing a rough draft layout.



Optional:

- Add a ribbon for a bookmark.
- Add colored duct tape for a binding (over the stitches.)
- Use stamp pads to decorate.

Enjoy!



Do You Know the Lingo?

Subjects: Language Arts and Science

Objectives: *Science:* Students will be able to review terms used to describe a group of a particular species and the names of the male, the female, and the baby of a species.

Language Arts: Students will be able to research for specific names.



Materials:

- ☐ *Wildlife Worksheet* (Do You Know the Lingo?)
- ☐ Pencil and paper
- ☐ Research capabilities (library & internet)

Procedure:

1. Discuss with students how the English language and scientists have given certain names to groups of animals. Ask students to brainstorm some of the ones they know. Next, discuss how different species can have specific names for males, females, and babies.
2. Hand out worksheets and let students fill out the ones they already know. Then ask students to research the rest.
4. Answer key: (If there are asterisks, that means there's not a specific name).

Animal	Group	Male	Female	Baby
Deer	herd	buck	doe	fawn
Bat	colony	*	*	pup
Badger	cete	boar	sow	kit or cub
Squirrel	dray	buck	doe	kitten, kit or pup
Trumpeter Swan	bevy	cob	pen	cygnet
Duck	flock (in-flight & on the ground)	drake	hen	duckling
Goose	gaggle (on ground) flock (in air)!	gander	goose	gosling
Hawk	cast	tierecel	hen	eyas
Mountain goat	herd, trip or tribe	Billy	Nanny	kid
Ant	colony	*	queen/worker	larva
Butterfly	flutter	*	*	caterpillar
Elk	herd/gang	bull	cow	calf
Mountain lion	Pride	Lion	lioness	cub
Fish	draft/school	*	*	fry/alevin
Mouse	horde	buck	doe	pup
Wolf	pack	alpha	Luna or alpha female	pup
Toad	knot	*	*	tadpole
Wasp	nest/colony	drone	queen/worker	larva



WILDLIFE WORKSHEET

Do You Know the Lingo?



Animal	Group	Male	Female	Baby
Deer				
Bat		*****	*****	
Badger				
Squirrel				
Trumpeter Swan				
Duck				
Goose	(in flight) (on ground)			
Hawk				
Mountain goat				
Ant		*****		
Butterfly		*****	*****	
Elk				
Mountain lion				
Fish		*****	*****	
Mouse				
Wolf				
Toad		*****	*****	
Wasp				

Lessons from Geese

We can learn a lot from animals! Have you ever been asked to work in a group and had no idea how to do it? Read about these “Lessons from Geese” that were outlined by “Not so Basic Training,” to highlight practices to help with group success. (www.notsobasictraining.com)

Read the goose facts below and match the correct lesson to it. On the lines below, write about another animal from which we can learn a lesson.

Facts:

_____ The reason geese fly in a “V” formation is that the whole flock adds greater flying range than if each bird flew alone. As each goose flaps its wings, it creates an “uplift” for birds that follow.

_____ Each goose knows immediately when he/she falls out of formation. It will suddenly feel the resistance and drag of flying solo.

_____ When the lead goose gets tired, as all leaders do, it will rotate backward into the formation and fall into place to take advantage of the lifting power of the bird immediately in front of it.

_____ The reason geese honk while flying in formation is to encourage those up front to keep up their speed.

Lessons:

- A. We all need to understand we are in this together. If we all work together toward a common goal, we will be helped and we will be helping others.
- B. We need to make sure our honking (positive feedback) is encouraging. The power of positive feedback is truly amazing.
- C. People who all know where they are going and have a sense of team will get where they are going quicker and easier. They are traveling on the consistency, trust and assistance of one another.
- D. Everyone will be a leader eventually. As with geese, people are interdependent on each other’s skills, capabilities and unique arrangements of gifts, talents or resources.



Canada Goose (*Branta canadensis*). This is simply the best-known goose in North America, found almost everywhere north of Mexico. It is not universally loved, however,

having a habit of taking up residence on golf courses, fouling the grass and generally making life miserable for the golfers.